

# WHITGREAVE PRIMARY SCHOOL

## SEND Information Report



**Mrs Redfern - Head Teacher**

## **Rationale**

All children learn at different rates and at some time during their school career, most children will experience some degree of difficulty, but some will experience a significantly greater lack of progress. This difficulty may be temporary or longer term. It is estimated that some 20 per cent of the school population will have special educational needs at some time during their school career (Code Of Practice 1994). Information in this policy is written in line with the Children and Families Act, 2014 and the revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

At Whitgreave Primary School, we are committed to providing a stimulating, appropriate and high quality education for all of our children, to enable them to fulfil their true potential. Some children may need additional or different support or provision to enable them to achieve this. These children may be considered to have an additional educational need. We recognise that the early identification, assessment and intervention are the key to meeting the specific needs of individual children.

Some children may experience problems in gaining full access to the curriculum, resources and facilities of the school and will need the help of additional support, for example: physical access, vision, hearing, motor skills, speech, independence, self-esteem and concentration.

We seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with learning difficulties in a variety of ways, we hope to achieve this. We aim to enhance pupil's self-esteem, to recognise their achievements and to raise their educational expectations.

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including education, health and social care. It should be read in conjunction with the following policies:

- Accessibility Policy
- Dyslexia Friendly Policy
- Anti-Bullying Policy
- Behaviour Policy
- Supporting Children with Medical Needs Policy

## **Aims and Objectives**

Children may have special educational needs either throughout or at any time during their school career. Each child is entitled to the best available help to overcome their difficulties and be successful during their school career, regardless of ability, race, gender, or religion. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes, where learning is broken down into small steps. Others may require the assistance of outside agencies, such as support services, child psychologists, speech therapists or physiotherapists.

A child with special educational needs should have their needs met, this need will normally be met in mainstream schools or settings. It is vital the views of the child should be sought and taken into account and parents have a vital role to play in supporting their child's education. Children with special educational needs or disabilities should be offered full access to a broad, balanced and relevant education.

Children should be offered excellence and choice, whatever their ability or needs. Expectations of all children should be high and this can be achieved through the removal of barriers to learning and participation. Children with special educational needs can be supported in being a valued part of our school community through appropriate curricular provision. They have different educational and behavioural needs and aspirations and require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

Teachers can respond to individual children needs by providing support for children who need help with communication, language and literacy and planning to develop children's understanding through the use of all available senses and experiences; planning for children's full participation in learning, and in physical and practical activities. Children can be supported in managing their behaviour and take part in learning effectively and safely. With support, individuals can manage their emotions, particularly trauma or stress, and to take part in learning.

These aims will be achieved by:

- Ensuring all children experience a learning environment, which is sensitive to their learning needs.
- LEA's, schools and settings work together to ensure that any child's special educational needs are identified early.
- The wishes of the child concerned are taken into account in light of their age and understanding.
- Professionals, children and parents work in partnership. With a close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.
- A four-part cycle (based on the Code of Practice 2014) is used, to assess, plan, do and review to ensure an effective special educational provision is in place.
- Interventions for each child being reviewed regularly to assess their impact and the children's progress.
- Education Health Care Plans, where assigned to a pupil, are clear and detailed, made within the prescribed time limits, specifies monitoring arrangements and is reviewed annually.
- The employment of Teaching Assistants (TA's) throughout the school, who will work with the teacher/SENCO to support a child or group of children who need learning support, who will be distributed according to pupil's needs.
- Making time for parents, who may have concerns about their child, and discussing their progress on the SEND register. Appointments will be made with the SENCO, Assistant Head, Deputy Head or the Head Teacher.
- Working in partnership with the SEND Governor in order to keep parents, the LEA and remaining Governing Body informed of the needs and requirements of children with special educational needs.

### **The Local Offer for Wolverhampton**

Knowing what services are available gives parents more choice and therefore more control over what support is right for their child. The Local Offer is a statutory requirement to improve choice for families by providing transparent information in a single place about services available for children and young people aged 0-25 who have special educational needs and/or disabilities. To read Wolverhampton's Local Offer for SEND please visit: [www.wolverhampton.gov.uk/send](http://www.wolverhampton.gov.uk/send).

### **Definition of SEND**

The Code of Practice (2014) defines children with special educational needs as children who have learning difficulties or disabilities which calls for Special Educational Provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents/hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Whitgreave Primary School operates an equal opportunities policy for all learners, including those with special educational needs or disabilities. The SEND code of practice 0-25 years (2014) details that Health Care or Social Care provision, that educates a child, is also to be considered special education provision.

Categories of special education need as outlined by the SEND code of Practice 0-25 years (2014) are:

### **Communication and Interaction**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

### **Social, Emotional and Mental Health Difficulties**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyper-activity disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or Physical Needs**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The schools also recognise that children may have additional needs which impact on progress and attainment, but that are not categorised as SEND, these include, but are not limited to:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium

- Being a Looked after Child (LAC)
- Behaviour (can be as a result of an underlying SEND need)

### **Planning for Children with SEND**

Children with special educational needs have learning difficulties that call for special provision to be made. It is vital that any child's special educational needs are identified early and teachers, special educational needs professionals and parents work in partnership to plan for these needs. Children have a key role to play in planning

When a child has been identified as having learning difficulties an appropriate curriculum and specialist targets can be set in place. A range of strategies that make full use of all available classroom and school resources can be used. This level of support is called SEN support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs, working in partnership with the child and their parents/carers and the staff in school.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The plan will also show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate a high level of need, a request for an Education, Health and Care Plan will be made to the LEA. A range of written evidence about the child will support the request.

### **Assessment**

Early identification of children's special educational needs is vital. The earlier action is taken, the more responsive the child is likely to be, identifying needs at the earliest point and making effective provision improves long-term outcomes for the child or young person. Assessment is not a single event - it is ongoing and continuous, regular assessment will support the identification of children who are making less than expected progress given their age and individual circumstances.

Teachers are responsible and accountable for all the pupils in their class wherever and with whoever the children are working. The progress of children with special educational needs is monitored by the class teacher and SENCO and is in line with school practice through observation and assessments.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Using the assessments made, the SENCO works closely with parents and teachers to plan an appropriate programme of support.

### **Individual Education Plans (IEPs)**

IEPs are written and reviewed at least three times a year; however this will happen more regularly if staff feel it is required. IEPs include:

- The child's strengths, successes, difficulties and current attainment

- A maximum of three short-term targets relating to addressing the key barriers to learning for the child
- Success criteria
- Child and parental comments (and signatures)
- The teaching strategies to be used
- The provision to be put into place
- Timescales to achieve targets
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)

### **Education, Health and Care Plans (EHCPs)**

Introduced in September 2014 to replace Statements of Special Educational Needs, the Education, Health & Care Plan or EHCP is a document which sets out the education, health and social care needs a child has and the support that is necessary to cater for those needs.

An EHCP will be applied for as part of the graduated approach and usually if a child has complex needs requiring additional support in school or specialist provision. Parents play a key role in providing information about their child that is carefully considered when the EHCP is drawn up.

The EHCP is a legally binding document. It is binding on not only the local authority, but also on local health services (Care Commissioning Groups). Statutory Annual Reviews For a child who has an Education Health and Care Plan the LA has a statutory duty to formally review his/her EHCP, at least annually.

Annual Review Meetings are organised in school by the SENCO. The annual review is in four parts:

- Collection and collation of information
- Annual Review Meeting
- Inclusion Manger's/SENCO's report of the Annual Review Meeting
- LA Review Annual Review Procedure

### **Dyslexia Friendly Status**

The British Dyslexia Association's (BDA) defined Dyslexia as: Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in Reading, Spelling, Writing and sometimes Numeracy. People with Dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

Being a Dyslexia friendly school not only helps us to meet the needs of Dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using Dyslexia friendly methods are able to benefit and that, in essence, more children are able to benefit when Dyslexia friendly methods are adopted throughout school.

We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning and behaviour. Therefore, our children are made aware of Dyslexia via assemblies, PSHE and National Dyslexia Week. Furthermore, we hold a 'Dyslexia Day' once a term. Positive role models are continually discussed around school. In classrooms, you will find an Additional Needs Folder which contains any information you will need to know about our pupils who are Dyslexic, or show some Dyslexic tendencies. This is updated on a regular basis by the SENCO, in conjunction with the Class Teacher.

Here at the Whitgreave Primary School, we believe in educating and supporting our Teachers, Teaching Assistants, Parents and Governors on the signs of Dyslexia and how best to support our pupils with these tendencies within all of their lessons. We have a clear Referral Pathway to route concerns - this can be discussed in further detail with any member of staff.

### **Transition**

When joining the school, parents and children will be invited to meet with the SENCO and Head Teacher, have a look around the school and meet the staff. Further visits may be planned to support the young person's transition if it is deemed necessary. Any concerns or queries regarding provision should be raised at this initial meeting. If other professionals are already involved with the young person, a 'team around the child' meeting may be held to discuss the child's needs and share current strategies in use and progress towards goals. Records will also be requested from the child's previous school.

### **The Role of the Governing Body**

The Governing Body, in cooperation with the Head Teacher determines the school's policy and approach towards the provision for children with special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their child. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision.

### **Partnerships with Parents/Carers**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

There are regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Bullying**

The schools are highly inclusive and have a zero tolerance policy towards bullying of any kind. The schools' detailed Anti-Bullying Policy can be found on the school website.

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## **Frequently Asked Questions**

### **1. How do the staff at Whitgreave Primary know if children need extra help?**

We liaise effectively with our feeder settings. We use information provided as starting points for the development of an appropriate curriculum for all the children. Children who join us from other settings are supported using information gained from their previous school. We use this information to ensure they receive the support and intervention they need.

We also know when pupils need help if:

- Concerns are raised by parent/carers.
- Concerns are raised by teachers and teaching assistants and this is based on lack of progress, changes in progress or pupil's behaviour.
- A child asks for additional help in a subject.

### **2. What should I do if I think my child may have Special Educational Needs?**

If a parent/carer has concerns then they should contact your child's teacher or Mrs Merrick, the SENCO.

### **3. How will I know how the school supports my child?**

The SENCO is Mrs K Merrick. Her key responsibilities are:

- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with SEN;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEN;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Ensuring that each pupil's education programme is planned by the Class Teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the Teacher or Teaching Assistant in class.
- If a pupil has needs related to more specific areas of education, such as spelling, handwriting, numeracy and literacy skills etc., then the pupil will be placed in a small focus group. This will be run by the Teacher or Teaching Assistant. The length of time of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a Year Group Provision Map (this is a record of the interventions, timings, attendance and impact of the intervention). If you have any queries relating to the interventions, please do not hesitate to contact the class teacher or Mrs Merrick.
- Acting upon advice gathered in Pupil Progress meetings, which are held each term. This is where the Class Teacher meets with the Head Teacher and Deputy Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order to further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. In this instance, a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carer.

### **4. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special educational needs their work will be differentiated by the Class Teacher to enable them to access the curriculum more easily
- Teaching Assistants will be allocated to work with the pupils in a one to one, small focus group or deliver an intervention to target more specific needs.
- If appropriate, specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, pens/pencil grips or easy to use scissors.

### **5. How will I know how well my child is doing?**

- You will be able to discuss your child's progress at Parent's Evening.
- Your child's Class Teacher will be available at the end of the school day if you wish to raise a concern.
- Mrs Merrick will meet with you to speak in more detail about your child. Appointments can be made by visiting the school office. Alternatively, please feel free to attend the SEN Drop-In session which is held every Wednesday morning - no appointment needed.



## **6. How will you help me to support my child's learning?**

- The Class Teacher may suggest ways of how you can support your child's learning.
- Mrs Merrick will meet with you to discuss how to support your child.
- The Class Teacher and/or a member of Senior Leadership Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If Outside Agencies or Educational Psychologists have been involved reports, suggestions and programmes of support will be provided for use at home.

## **7. What support will there be for my child's overall well-being?**

We offer a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistants, or Senior Leadership Team being readily available for pupils who wish to discuss issues and concerns.
- Referrals to our Learning Mentor.

### **Pupils with Medical Needs**

- If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Mrs Terry will oversee this process, in conjunction with Mrs Merrick.
- Staff receive Epipen training delivered by the school nurse on an annual basis.
- Staff receive Asthma training delivered by the school nurse on an annual basis.
- A Designated First Aider is in school at all times.
- Where necessary and in agreement with parents/carers, medicines (where the medication is a matter of routine for the child wellbeing) are administered in school but only where there is a signed medical consent form in place to ensure the safety of both the child and the member of staff.

## **8. What specialist services and expertise are available at or accessed by the school?**

At time it may be necessary to consult with outside agencies to receive their specialised expertise. These agencies include:

- Autism Outreach Team
- Specialist Teacher (previously referred to as the 'Area SENCO')
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adult Mental Health Service)
- EWO (Educational Welfare Office)
- Sensory Inclusion Service
- Social Services
- Children's Therapy Services (Speech and Language/Occupational Therapy)
- GEM Centre (Paediatricians)
- School Nurse
- Penn Hall/Tettenhall Wood/Westcroft Outreach Service

An Educational Psychologist (EP) is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to interventions previously put in place for them. Potential involvement from an EP is discussed with parents/carers prior to any referral being made and once a referral has been made this is discussed at a Multi-Agency Support Team (MAST) meeting.

In order to help understand pupil's education needs better, the EP will meet with staff in school and parent/carers to gather information and to give feedback after any assessment has been completed.

He/she will offer advice to the school and parent/carers on how best to support the children in order to take their learning forward.

**9. What training are the staff supporting children and young people with SEND had or are having?**

- How to support pupils with speech and language difficulties (ELKLAN)
- Phonics Training
- Dyslexia Friendly practice
- Cool Kids (Gross motor skills)
- Cool Characters (Fine motor skills)
- Five Minute Box
- Precision Teaching
- Mrs Merrick has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

**10. How will my child be included in activities outside the classroom including school trips?**

Educational Visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of one to one support is required, school will ensure this child has a TA on the trip.

**11. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the building accessible to all.
- Disabled toilet in the main reception area.
- Wide doors in all parts of the building.

**12. How will the school prepare and support my child when joining Whitgreave Primary or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Merrick is always willing to meet parent/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Merrick liaises with SENDCo's from Secondary Schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Merrick, the Secondary School SENDCo, parents/carers and, where appropriate, the pupil.

**13. How are the school's resources allocated and matched to children's Special Educational Needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the Class Teacher at pupil progress meetings or if a concern has been raised by them at another point in the year.
- Resources may include deployment of staff depending on individual circumstances.

**14. How is the decision made about how much support my child will receive?**

- These decisions are made in consultations with the Class Teacher and Senior Leadership Team. Decisions are based on the termly tracking of pupil progress and as a result of assessment by outside agencies.
- During their school life, if further concerns are identified due to the lack of progress or well-being then other interventions might be arranged.

**15. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the Class Teacher.
- During Parents Evening.
- During discussions with Mrs Merrick and/or other professionals.

**16. Who will I contact for further information?**

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558930

Head Teacher: Mrs Sarah Redfern

SENCO: Mrs Merrick